DOCUMENT RESUME

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ABSTRACT

This program, included in "Effective Reading Programs...," serves 2,400 students in kindergarten and first grade. About 85 percent of the students are white and come from both middle- and low-income families living in an urban area. This approach to reading is based on the assumption that to master reading skills, the child needs assistance at every new step in the learning process. The program precedes and supplements the regular basic reading program with instruction offered to children who have reading problems. The emphasis in the program is placed on phonic skills, comprehension, and language-related skills. The program, which begins at a low learning level and proceeds step by step, is geared to teaching handicapped students and slow learners. The fact that no memorization of key words is necessary makes the approach advantageous for a child who has a limited vocabulary. Mimeographed practice sheets are used to take the child through each of seven steps in the mastery of associating letter forms with corresponding speech sounds. Steps for each sequential decoding skill are determined by task analysis and developed as part of the program. (WR)

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READING PROGRAM: NEW BEDFORD, MASSACHUSETTS

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The sequential steps for beginning reading to independent decoding are as follows:

ACTIVITY:	RATIONAL
1. Kindergarten Material: Little Listening Boy Visits the Village-Where-Everyone-Can-Read. (Mahon and Owen) a) Teacher's Kit including suggested supplementary activities. b) Pupil's Developmental Skill Sheets (Booklet) Purpose: Mastery of Sound-Symbol Relationships for Initial Consonant Phonemes. The student: a) Hears the sound in isolation b) Hears the sound initially in words c) Notes the "mouth set" d) Notes elements of letter-configuration and associates with "mouth set" (letter can be superimposed) e) Writes the letter f) Visually discrimates letter configuration from others: singly initially in words g) Auditorially discriminates sound from others: singly in syllables in words h) Visually and auditorially identifies initial consonant sound in words.	1. A Task Analysis of mastery of sound-symbol association identifies 8 steps in auditory and visual discrimination, and associative relationships preceding the mastery of the phoneme-grapheme correspondence of initial consonants. Left-to-right sequence is maintained; important in beginning stages to avoid confusion. Consonants are easier than vowels to discriminate and auditorially and visually. No key words are necessary because the letter configuration in this program pictorially correlates with the "mouth set", cluing in the sound; important for bilingual, slow learners, and handicapped children.
2. Kindergarten or Beginning of Grade One Material: Screening Test (Mahon)	2. Over a period of seven years, statistical analysis has indicated that the tests of verbal skills in this screen are

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a) Fourteen subtests divided into Receptive, Associate and Expressive Categories.
b) Teacher's Administrative Booklet

Purpose: Assessment of reading readiness; identification of learning disabilities

This test may be administered in small groups.

The 14 subtests are:

A. Reception:
   1. Auditory
      Initial and final consonants
   2. Visual
      a. Matching words
      b. Sequence and numerals of letters and numerals

B. Association
   1. Auditory and Visual
      a. letter-sounds
      b. initial consonant-sounds

C. Verbal Ability
   1. DIQ (recorded)
   2. Verbal fluency
   3. Comprehension

D. Expression
   1. Articulation
   2. Writing name
   3. Writing numerals
   4. Eye-hand coordination
   5. Body coordination
   6. Draw a-person

test significantly prognostic of reading success in Grade One.

To assist the problem child at this crucial stage for reading readiness, a diagnostic-prescriptive procedure is essential.

A booklet - Helping Joey in the Classroom (Mahon, Haran, and McCarthy) serves as a reference for the teacher in developing skills in listening, language, visual perception, and motor coordination.

in Let's Streamline Reading - Manual

3. Grade One

Material: Short Vowel Chart
Lazy Rabbit Chart (Mahon)

One chart on cardboard illustrating how Lazy Rabbit learns his short vowels.

Key Words used are:
apple
egg
igloo
ostrich
umbrella

Purpose: Mastery of sound-symbol relationships for short vowels

The student:

a) Hears the key word containing the short vowel in initial position.

3. Use of this chart simplifies the method of learning sound-symbol relationships for short vowels, a, e, i, o, and u.

A Task Analysis identifies 5 steps preceding mastery of these relationships.

b) Isolates the short-vowel sound from the rest of the word with a "Lazy Rabbit" gesture.
c) Sees the illustration of the key word.
d) Derives the configuration of the letter from the illustration of the key word as the Lazy Rabbit would draw it. (letter may be superimposed upon illustration)
e) Associates Lazy Rabbit's sound and symbol derived from key word.

in Let's Streamline Reading-Manual

4. Grade One

Blending Charts (Mahon)

A. Material:

Class charts for learning to blend initial consonant sounds with short vowels. (Mahon)

fa fo
ha he
ma etc. mo etc.

Purpose: Mastery of blending sounds to decode initial syllables in words beginning with a consonant sound.
The student will:
a) Identify the sound of the short vowel first
b) Blend the initial consonant sound with the vowel orally

(It is helpful to concentrate on the vowel sound and use the "mouth set" for the consonant sound."

A. Task Analysis indicates that the blending process is an important step in decoding, Preceding the mastery of the blending of many sounds in a word, the simple blending of the consonant and vowel assists the student with the acquisition of this skill.

B. Material

Class Charts for learning to blend final consonants with preceding sounds.

fat
cat
mat
sat
pat etc.

Purpose

Mastery of blending sounds to complete a word.
The student will:
a) Identify the sound of the short vowel first.

B. A limited vocabulary of five words with different initial consonants but with the same final consonant is learned.

Task Analysis indicates that only one step should be mastered at a time. Therefore, when initial consonants are varied, final consonants should be the same and vice versa.

Variations in both initial and final consonants should follow the first two steps.

b) Blend the initial consonant sound with the short vowel orally and continue without interruption to blend in the final consonant.

As many charts with one-syllable words using the short vowels a, e, i, o, and u as necessary are made. Gradually the 5-word limited vocabulary is expanded using a variety of initial and final consonants.

C. Material: Variety of charts containing one-syllable vocabulary words using short vowels.

C. Task Analysis indicates that when only auditory and visual channels are used, an important reinforcing link is overlooked.

Purpose: Reinforcement of Decoding Process with Multi-Sensory approach: visual, auditory, tactile, kinesthetic.
The student will:
a) Use the blending process as described in 4A and B, orally.
b) As the student blends the sounds, he writes the corresponding letters to make the whole word.

The simultaneous sounding and writing provides auditory feed back, visual association, and tactile as well as kinesthetic stimulation.

in Let's Streamline Reading - Manual

5. Grade One
Material: Class Charts for Reading Sentences containing limited vocabulary. (Mahon)
The fat cat sat.

5. Task Analysis indicates that there are four steps beyond these already identified leading to the oral reading of a simple sentence by the pupil.
It is advisable to have these sentences mimeographed individually by the teacher so that the student may take them home for parent reinforcement.

Purpose: The fat cat sat on the mat, etc.
Mastery of reading in sentence form for application of decoding process.
The student will:
a) Be able to read by sight and understand the meaning of limited vocabulary.
b) Read the sentences silently.
c) Review with the teacher any words of which he is unsure.
d) Read the sentences orally with fluency.

in Let's Streamline Reading - Manual

6. Grade One
Material: Count-The-Vowels Chart (Mahon)

Chart contains short vowels with illustrations from the "Lazy Rabbit Chart" and long vowels contained in a line of the letters of the alphabet. A pocket holds words on flash-cards.

The student will:

a) Count the vowels in the one-syllable words placed in the pocket.
One vowel = short
Two vowels = long

b) Say the sound of the vowel: short or long.

Short: As Lazy Rabbit says it
Long : As it is sounded in the alphabet
(Child learns only to sound the first of the two vowels; second is silent)

6. A confused situation arises for the student when he spends months on the mastery of short vowels only to discover that long vowels have a different sound.

After 4B above, the Count-a-Vowel Chart should be introduced for a short time each day preceding the lesson.

Needless memorization of rules are avoided by this chart: vowel combinations are easily learned.

ai
ea
ee
ea
and "magic e"

When daily lessons are eventually given in the use of long vowels, progress will be expedited because the student will know how to decode these words.

7. Grade One
Material:
We Discover Reading (Random House)

Lippincott Bk. A (Preprimer)
We Read and Write (Random House)
Lippincott Bk. B (Primer)

Purpose: Ability to read and comprehend reading material using words with long and short vowels.

7. In the We Discover Reading books, the student has the opportunity to practice reading and writing words and sentences using short vowels. This correlates well with the Lippincott Book A practice. Comprehension is an integral part. In the We Read and Write books, the subject reads and writes words and sentences using long vowels as well as short vowels. Comprehension is an integral part. This correlates well with Lippincott Book B for practice.

in Let's Streamline Reading - Manual	
8. Grades One and Two Material: Charts for Vowel-Combination Deviants (Mahon) These charts follow the sequence of vowel-combination deviants as presented in the Lippincott texts. ar er ed ew etc. Combinations from each of the Lippincott books (A, B, C, D, E, and F) are listed separately by book. An illustration of a key word is depicted on a large cardboard folder which holds the charts containing the deviant-vowel words by books. Ex. cart (key word) The teacher may extract a particular chart from the folder according to the words being taught from a particular book.	8. Through the use of a key word visually illustrated, the student is assisted in the decoding of a new word. The listing of the words by deviant sounds separated by Lippincott books provides material readily available to the teacher. These lists are all contained in a reference booklet for teachers entitled Let's Streamline Reading. (Mahon) In the same booklet the entire vocabulary contained in the Lippincott books (A, B, C, D, and E) is presented, with only the new words in each book listed.
9. Grades One and Two Material: We Read More and More (Random House) Lippincott, Bk. C (1-1) Now We Read Everything (Random House) Lippincott, Bk. D (1-2) Lippincott, Bk. E (2-1)	9. The Random House Structural Series is used along with other materials to supplement the Lippincott Series. We have designed Behavioral Objectives in Reading Gr. 1-6 with correlated Criterion Referenced Tests, and Learning Activity Packets to individualize instruction. Supplementary material is correlated with these objectives
in Let's Streamline Reading - Manual	
10. Grades Two and Three Material: Chart: Organization of Words by Vowels and Vowel-Combinations (Mahon) This chart organizes vowels into five categories: using pockets: a) Short vowels and deviants b) Long vowels and deviants c) Vowels modified by r, l, w d) Diphthongs and irregular combinations e) Sight words	10. The student is often confused and frustrated by rules and seemingly limitless changes in vowel sounds. Although this chart is oversimplified, it serves as a point of reference for the student to give him a sense of ability to know the parameters of decoding and cope with all the variations and achieve success.

Syllables in words are classified on this chart as selected by the teacher.

First syllable, second, etc.

Initially, the flashcard containing the word, to be placed in a pocket, is cut in order to isolate a given syllable by folding over the syllables in the rest of the word.

11. Group Three
MacMillan Bk. 2-2
Shining Bridges
Macmillan Bk. 3-1
Better Than Gold

11. This series was chosen because it is Skills-oriented. The Lippincott Phonics-oriented series serves as a good foundation for word-attack skills.

MATERIALS LIST

Kindergarten:

1. Little Listening Boy: skills booklet-(Mahon & Owen)
   Initial Consonant Sounds

2A. Kindergarten Screening Test: 14 subtests - (Mahon_
   Diagnostic instrument for reading readiness and learning disabilities.

2B. Helping Joey in the Classroom: booklet - (Mahon-Maran - McCarthy)
   Prescriptive Reference: Listening, Language Development, Visual Perception, Motor Coordination

Grade One:

3. Lazy Rabbit Chart - (Mahon)
   Learning Short Vowels

4. Blending Chart - (Mahon_
   Syllables - short vowels
   Words - short vowels

5. Class Chart for Reading Sentences Containing Limited Vocabulary - (Mahon)
   Short Vowels

6. Count-the-Vowels-Chart - (Mahon)
   Long and short vowels

7. We Discover Reading (Random House)

   Lippincott Bk. A (Preprimer)

   We Read and Write (Random House)

   Lippincott Bk. B (Primer)

Grades One and Two:

8. Charts for Vowel-Combination Deviants (Mahon)

9. More and More Stories (Random House)

   Lippincott Bk. C (1-11)

   More and More Books (Random House)

   Lippincott Bk. D (1-2)

   Lippincott Bk. E (2-1)

   Lippincott Bk. F (2-2)

10. Chart: Organization of Words by Vowels and Vowel Combinations

11. Let's Streamline Reading (Mahon)

Grade Three:

12. Macmillan Bk. 2-2 Shining Bridges (for transitional student)

    Macmillan Bk. 3-1 Better Than Gold

    Macmillan Bk. 3-2 More Than Words